

6 month report 11/24/04 X
 12 month report 5/24/05 X
 Closed 3/21/05

Colman-Egan School District Improvement Plan/Progress Report Form

Principle: 1 – General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
The review team was unable to verify that services were being provided to one student listed on the district's 2002 child count.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will establish procedures for collecting, maintaining, and reporting accurate child count data.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
All students reported on child count will have an IEP in effect on December 1st of the reporting year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The District will copy all the front pages of IEPs being served and compare it to the 03 Dec. Child Count. What data will be given to SEP to verify this objective? The District will provide SEP with the list of the front pages of all IEPS being served.	By February 1st , 2005	Special education (SPED) director	Not met	Met March '05
Please explain the data (6 month)				
No current data				

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Please explain the data (12 month)

Pages have been sent on 2/23/05.

Principle: 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

One student qualified for special education services in the area of orthopedic impairment. The most recent evaluation did not address the issue of the educational impact of the disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The student will have a comprehensive evaluation in all areas of suspected disability to determine eligibility and educational need.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When determining eligibility for a child the educational impact will be addressed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

1. What will the district do to improve?
The District will provide a comprehensive evaluation in all areas of suspected disability for this child to determine eligibility and educational need.
What data will be given to SEP to verify this objective?
The District will provide SEP after the evaluation with the date of the IEP and the action taken.

Immediately

SPED director & staff

**Met
Nov '04**

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Please explain the data (6 month) Mother declined evaluations on 10/27/04 for an IEP, student was exited from program on 11/16/04. Student referred for a 504 for OT/PT services for a consult once a month.				
Please explain the data (12 month)				
Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. In nine out of eleven files reviewed the functional assessment that was completed was not skill based. In eight out of eleven files there was no written analysis of the functional evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Functional assessments will be completed on all students being evaluated and a written report will be completed.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of all completed evaluations will include a written summary of evaluation results including functional assessment from all areas of suspected disability.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>The School District will write a written report of the functional assessments completed during the evaluation process.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The District will provide one completed functional assessment report and a summary of the data from all initial and reevaluation reports will be submitted to the SEP.</p>	May 1st, 2005	SPED director & staff	Met Nov '04	
<p>Please explain the data (6 month)</p> <p>Functional assessment reports were found in 7 of the 8 files initial and reevaluation files reviewed. A copy of a completed functional assessment will be faxed to SEP.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?</p> <p>The team leader will provide an in-service the special education staff during the 04-05 school year. Examples of functional assessments will be provided.</p> <p>What data will be given to SEP to verify this objective? A copy of the in-service agenda and participants will be sent the SEP.</p>	2004-05 school year	Team leader	Not Met	Met March '05
<p>Please explain the data (6 month)</p> <p>Date of functional assessment will occur if SEP indicates this is still needed; before Feb. 1, 2005. All special education teachers are currently doing functional assessments except 1, who was trained during this review by the Cooperative Director.</p>				
<p>Please explain the data (12 month)</p> <p>An Inservice for functional assessments was completed on 11/23/04 with the Prairie Lakes Educational Cooperative Director. All staff attended.</p>				
Principle: 3 – Appropriate Evaluation				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. Through interview and file reviews, the monitoring team found that, while the staff is in contact with the parent prior to the evaluation, they do not have a procedure for documenting parental input prior to the evaluation process.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will develop a plan to document parent input into the evaluation process prior to the evaluation.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will document that parents were given the opportunity to provide input into the evaluation process.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The school district will use the Prior Consent form to document contact with the parents regarding parental input into the evaluation process prior to the evaluation. What data will be given to SEP to verify this objective? The District will provide SEP with a list of the number of files checked and the number done correctly for each re-evaluation and new referral.	May 1st, 2005 ongoing	SPED director & staff	Met Nov '04	
Please explain the data (6 month) Parental input was obtained and cited in 8 of the 8 files reviewed.				
Please explain the data (12 month)				

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Principle: 5 – Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Each student's individualized education program shall include a statement of the student's present levels of educational performance including how the disability affects the student's participation in the regular classroom. The monitoring team determined that the present levels of performance were not linked to written reports of functional assessment. Functional assessment must be completed in all areas of suspected disability, be skill based, and address the educational impact of the disability. Statements such as: ___reads at a second grade level or received a score of 55 in math on a standardized test are not based on the actual skills that a student demonstrates on a daily basis. .				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs will contain present levels of performance based upon all skill areas affected by the student's suspected area of disability. The present levels will be skill specific.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will determine specific functional skills in all areas of suspected disability and link these findings to the Present Levels of Performance portion of the IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>The school will write the PLOP page linking the written functional assessment reports with the areas of suspected disability, -skill based- and address the educational impact of the disability.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will provide the SEP with a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p>	<p>May 1st, 2005</p> <p>ongoing</p>	<p>SPED director & staff</p>	<p>Not Met</p>	<p>Met</p> <p>March '05</p>
<p>Please explain the data (6 month)</p> <p>Functional assessments were addressed in each of the files review; 7 of the 8 had this addressed. None of the files reviewed specifically had a paragraph for the impact of the disability on the student's education. This particular point will be addressed before the next review through inservice with the Cooperative Director.</p>				
<p>Please explain the data (12 month)</p> <p>Functional assessments were reported in all of the PLOPs for all suspected disabilities, an evaluation report was found in 10 of 10 files reviewed and the goals and objectives reflect the functional assessment information. Justification statements were also found in all 10 of the 10 files reviewed.</p>				